DOCUMENT RESUME

ED 047 087 VT 011 997

TITLE	Public Relations in Distributive Education. Report of the Committee on Public Relations of the National Conference on Distributive Education (Washington, D.C., May 3-14, 1948).
INSTITUTION	Council for Distributive Teacher Education.
REPORT NO	CDTE-Prof-Bull-17
PUB DATE	Jul 69
NOTE	71p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Conference Reports, *Distributive Education, Guidelines, *Manuals, *Program Coordination, *Program Planning, *Public Relations, Resource Materials

ABSTRACT

This report of the Committee on Public Relations was developed as a result of the National Conference on Distributive Education held in Washington, D.C. in 1948. Included are general considerations and a complete plan for public relations and promotion including a suggested schedule and followup activities. The manual was intended to be a reservoir of information in distributive education public relations, useful for local personnel, for professional staff members in state departments of education and the Office of Education, and for the training of teachers and other personnel in the methods and procedures of initiating and developing a planned program of effective public relations. A companion document is available as ED 022 041. (JS)

ED0 47087

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COUNCIL FOR DISTRIBUTIVE TEACHER EDUCATION
PROFESSIONAL BULLETIN SERIES
NUMBER 17

Public Relations in Distributive Education

The Report of
The Committee on Public Relations
of the
National Conference on Distributive Education

This bulletin was reproduced and distributed by:

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1969

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FOREWORD

The Council for Distributive Teacher Education was organized in 1961. Membership in the organization consists of teacher educators and other distributive education personnel with an interest in advancing distributive teacher education. The primary interests of the Council are research and publication.

This bulletin contains the Report of the Committee on Public Relations of the National Conference on Distributive Education under the sponsorship of the U. S. Office of Education. The conference was held in Washington, D. C., from May 3 to 14, 1948. The report on "Public Relations in Distributive Education" covers general considerations and a complete plan for public relations and promotion including a suggested schedule and follow-up activities.

The report is interesting and valuable as a companion report to "The Dunwoody Papers" printed by the Council for Distributive Teacher Education as Professional Bulletin No. 13 in 1967.

The bulletin was reproduced by Dr. Harland E. Samson, Professor of Distributive Education, University of Wisconsin. It was published through the courtesy of the Department of Curriculum and Instruction, School of Education, University of Wisconsin, Madison, Wisconsin. Requests for copies should be addressed to Dr. Samson.

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July 1969

VT011997

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PUBLIC RELATIONS
in
DISTRIBUTIVE EDUCATION

The Report of

THE COMMITTEE ON PUBLIC RELATIONS

of the

NATIONAL CONFERENCE ON DISTRIBUTIVE EDUCATION

May 3 - 14, 1948

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Division of Distributive Education
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PREFACE

Plan of Development

This preliminary manual completes the third step in the development of a publication to be entitled "Public Relations in Distributive Education". The first step was taken at the National Conference for Distributive Education called by the Office of Education which convened in Washington, D. C, May 3-14, 1948. The "Committee on Public Relations in Distributive Education," formed from the State and local personnel in attendance at the conference, was primarily responsible for the ideas in the present publication. The original manuscript was prepared by the chairman and the leader and submitted to the Committee for evaluation and for suggestions on its improvement. Tentative approval was secured.

The present release--the second draft of the manual--is to be submitted for review to all individuals who attended the first conference, a procedure adopted by the steering committee of that conference. It is expected that additional suggestions will be received from the regional conferences in 1949. The final draft of the publication will then be prepared and released.

This manual is admittedly imperfect. It will require considerable thought and effort in the years ahead to develop it to its greatest usefulness. However, the Committee feels that the way has been paved for sound planning, and it expresses the sincere hope that this manual will serve as a valuable guide to Distributive Education personnel as they face their important tasks in the field of public relations.

Suggested Use of the Manual

It is intended that the material in this manual serve as a reservoir of information for the use in public relations in Distributive Education. It should provide a valuable tool for the use of local distributive education personnel and professional staff members in State departments of education and in the Office of Education. It should serve as a basis for planning local and State public relations programs.

The manual should become a valuable guide in training teachers and other Distributive Education personnel in the methods and procedures of initiating and developing a planned program of effective public relations in this educational field. In this connection it is recommended that training conferences on public relations be conducted in each State as soon as an adequate supply of these manuals has been issued.

In addition to the uses mentioned above, the material in this manual can be used to advantage in the following ways:

1. Preparing addresses and talks, news releases, radio scripts, and other types of publicity.

2. Preparing replies to correspondence that relates to many important phases of distribution and Distributive Education.

3. Selecting publicity media for the several types of releases used in public relations.

4. Preparing or assisting in the preparation of guidance materials.

5. Arranging time and action schedules for the activities and publicity involved in public relations.

6. Planning and preparing displays, style shows, and other types of exhibits.

7. Planning a coordinated local, State, and national approach to public relations problems in Distributive Education.

GENERAL CONSIDERATIONS IN PUBLIC RELATIONS PLANNING

Public Relations Defined

For the purposes of this bulletin "public relations" is defined as those phases of the work of distributive education personnel in their relations with individuals and with business, civic, educational and other groups for the purposes of creating interest in and gaining acceptance and support of Distributive Education.

The primary objective of those relationships is, of course, to lend assistance to educators in their endeavor to organize and develop training programs in the field of distribution, programs which will result in the occupational growth of the individual and in more efficient and satisfactory distribution of goods and services.

Four topics will serve to introduce the subject matter of this manual, namely: (1) The importance of a sound public relations program; (2) The characteristics of the public relations job; (3) Who should do the public relations job in Distributive Education; and (4) The personal qualifications and training required for effective work in public relations.

Importance of a Sound Public Relations Program

The conduct of public relations is essentially a task of interpretation. In Distributive Education it strives to interpret a vocational training program to the public; it also strives to interpret the public to the program. It tells the high school student and distributive worker about Distributive Education, it tells the supervisor, coordinator and teacher about their public. It throws on the professional worker and the public the spotlight of fact; it promotes mutual understanding and confidence. When the interpretation has established confidence and helpfulness between the two, it has accomplished its initial purpose. It then enters into a permanent program designed to maintain and strengthen that confidence.

America needs an outstanding training program in Distributive Education. Such a program will require that supervisors and teachers keep in constant touch with enrollees they serve and with other individuals and groups who are affected by the program. They need to take the initiative in making contacts. They need to keep the lines of communication strong between the program and all individuals who are affected by and interested in Distributive Education. Not only do they need to recognize difficulties, they need to iron them out. They also need to anticipate difficulties that may arise in order that problems may be avoided. Better results can be achieved through an effective public relations policy, one that is carried into effect through a sound program of action.

Distributive educators need to keep an ear to the sounding board if they are to avail themselves of all opportunities for assistance from their public and all opportunities for the correction of difficulties that may be in the offing.

Characteristics of the Public Relations Job

Public relations as a field of endeavor is beginning to assume definite character. As an area of action, conducted on a consciously directed basis, it is relatively new. Its leaders are only on the threshold of recognition as "professionals". While much remains to be learned, many facts about the field are becoming increasingly clear. Some of the more important characteristics are summarized below.

Public relations are characterized by:

1. Fact finding and the accurate recording of facts
2. The careful analysis of facts and trends
3. The diagnosis of situations in the light of facts at hand and in relation to economic and social trends
4. Prediction of the effect of forces at work, predictions based on the facts at hand
5. The accumulation and careful weighing of little things, yet the maintenance of an over-all point of view
6. Planning and evaluation, and the revision and refinement of plans
7. Influence on the direction of ideas, guiding feelings and opinions
8. An unusual amount of the human element - human motives and human reactions
9. Inexactness; it will probably never be an exact science
10. Conflict and misunderstanding within the field between the professional, the untrained or unthinking, and the charlatan in public relations - an unsettled condition that is inevitable in a new field
11. The creation of ideas and movements rather than the direct working effort of one or a few individuals
12. Competition for time and place

Public relations involve activities that are moving, growing, and ever-changing. A plan that is good today may be ineffective or even dangerous next year. It is a field of constant study and its success is measured in terms of its outcomes.

One means of evaluating a public relations job in the field of Distributive Education is through a study of the calls for service. If such calls are constantly on the increase, contacts are resulting in increased demands for service. It is analogous to dropping a stone into a pool; the constantly recurring circles indicate the expansion in favorable relationships. Of particular concern are relationships with top management and with those who can assist in the organization of training programs and in service on advisory committees. Favorable comments and publicity on the program are also indicative of its success. Constant evaluation is similar to the perpetual inventory of a businessman; it keeps the status of the program before the man who directs it. It is the rudder of the successful program.

Who Should Do The Public Relations Job?

Public relations in Distributive Education is a job for the entire Distributive Education personnel and its beneficiaries. It is a job for all others who believe in the program, because every person who has received, given, or benefitted by Distributive Education is in the position to better its public relations. For example, local school personnel is involved. The school administrator must be behind the program. He should be a thorough believer in Distributive Education; he should talk Distributive Education, arrangements should be made for him to appear at all activities where his appearance will help bring closer liaison between the business community and school. He should have assistance in the preparation of scripts and other material in order that he may do an effective job of speaking in the interest of the service.

The supervisor or coordinator, of course, is the "big wheel" of the public relations job. He needs to be conscious in all his contacts that he is constantly doing public relations work. In fact, every contact that he makes is an opportunity for him to "sell" his program. He is engaged in public relations constantly and, because of his training, he is in a strategic position to do an effective job.

The teachers in Distributive Education are in a key position; they must feel that they are vital to the public relations program. They must do a good teaching job. They need to be receptive to the interests and the needs of their classes and endeavor to meet those needs through well-planned and effective instruction. They thus become an important part of the entire public relations program, the cornerstone. Other individuals who contribute strength are the office personnel who receive telephone calls, who make written or verbal contacts, and who refer prospective enrollees to training programs in Distributive Education. These individuals perform an important function; they represent Distributive Education to the public; they are salesmen who are in position to do a most effective job in public relations.

The State supervisor of Distributive Education is the director of public relations for the program in the State. His functions are to plan and coordinate the program and to supply the motive power that drives it forward. His staff reflects his enthusiasm. It follows his leadership. The Office of Education also participates by carrying the story of Distributive Education to national organizations and to firms that operate on a national scale. The State and National offices should eventually become the central planning agencies from which will flow a constant stream of facts, plans, and procedures to serve the local supervisor and teacher on the firing line and at the same time to give direction and balance to the total public relations program.

Personal Qualifications and Training Required

Public relations is a task that requires personal qualities and abilities of a high order. Training is important, but it is a secondary factor in the makeup of a public relations man. General traits that he must possess to more than a moderate degree are earnestness, cooperativeness, friendliness, and a cheerful optimistic outlook on life. Many other characteristics could be mentioned; they all indicate the extrovert of a modified type. In the following respects, he should be unusually strong:

1. He must be a realist. He cannot expect everything to go as he wishes; he may have to compromise, he may have to wait, or he may have to abandon or change plans.

2. He must be consistent; what he does must agree in letter and in spirit with what he says.

3. He must be self confident. He must be able to "work under glass;" and he must be willing to assume responsibility for his decisions.

4. He must be thorough. Public relations are conducted with the greatest success when conducted in a well-conceived and well-executed manner.

5. He must possess the dignity that he would give to his program.

6. He must be alert to change and particularly sensitive to changes in attitude either in an individual or the public.

Some abilities are especially important in public relations work. They may be the outgrowth of an inherent or acquired characteristic in the individual, or they may have been acquired through training and experience. Among the more important of these abilities are the following:

1. The public relations man must be able to make a ready adjustment of himself and his program to situations that arise. He must be a trader; be able to compromise in a manner that offers the greatest eventual benefit to his program.

2. He must make quick decisions when they are required.

3. He must be able to plan, organize, and develop a program, and create and direct an organization to effectuate it.

4. He must be a leader, be able to persuade and convince, yet do so without arguing and without trying to stay in the limelight. If he is afraid to advance others, he himself is not big enough for the job.

Training in public relations is in its infancy. According to the American Council on Public Relations, the vast majority of full-time directors of public relations came to the field from newspaper and editorial work, from trade associations, and from research, advertising and other public contact positions, such as teaching, and social welfare work. Seventy-seven per cent of them hold at least a bachelor's degree. There does not seem to be a standardized or generally recognized training program in the field at the present time, but some colleges are planning such programs. Training in the subject areas mentioned above would appear to be helpful, yet a good cultural background will probably outweigh many technical knowledges and skills. This is especially true when the skills are not accompanied by such a background. Maturity in years and judgment, supported by a knowledge of men and affairs, is essential to success.

PLANNING PUBLIC RELATIONS

The Bases of Planning

Plans for a public relations program must be based on an adequate knowledge of the needs and the facilities for training. Planning such a program without field experience upon which to build a plan is as fruitless as planning a house without a knowledge of the family requirements. The strength and the shortcomings of the Distributive Education program must be thoroughly understood. These requirements bespeak a need not only for detailed knowledge of the program itself, but for the educational needs of its beneficiaries as well; they demand that the person who would conduct its public relations have frontline contact with Distributive Education in action.

Importance of a Plan

Why "plan" public relations? Advance planning of the type of action and the timing of activities in a public relations program is fundamental to its success. It enables the supervisor--coordinator to systematize his work and know the resources at his command; thus he can expand his contacts on a definite plan. In making his annual report to the school principal and superintendent, for example, he can report his entire program in the light of his previously announced public relations plan. If he plans his public contacts at the beginning of the year, he then can have definite goals toward which to work and, at the end of the year, he can evaluate the program in light of those goals. It is analogous to a budget for a business operation; it offers a predetermined plan. It lends system and continuity to the program. While it may not function perfectly, it is vastly superior to the trial and error approach now in common use. As contact dates for various groups to be contacted are reached on the schedule, the plan indicates the action to be taken, which action will fit into other actions that have preceded or will follow.

Policy Suggestions

Public relations should be founded on established policies which have been committed to writing. The written statement should supply both general and specific guides: (1) General policies based on those broad policies that have been found to operate successfully in public relations work in business and educational circles generally, and (2) Specific policies based on policies that wide experience in Distributive Education has shown to yield the best outcomes.

Some general policies the Committee on Public Relations recommends as being safe guide posts for action are as follows:

1. Publicity and other types of promotional activity should be held in abeyance until programs are ready for offering.

2. Publicity should be based upon an honest presentation of benefits to be derived from the service offered.

3. Suggestions and criticisms should be treated objectively and corrective measures should be taken promptly.

4. An objective and cooperative attitude should be maintained in working with groups interested in establishing training programs.

5. Publicity material should be based upon past achievements as far as possible.

6. All groups seriously interested in and affected by a program should be brought into planning activities.

7. Proper lines of authority should be followed in dealing with all individuals and groups.

8. Proper coordination of action programs should be maintained between national, State, regional, local, and other related agencies and groups.

9. High technical, professional and ethical standards should be a primary consideration in preparing all publicity materials.

In specific application to the Distributive Education program, the following policy suggestions are made:

1. The advice of leaders in distribution on all levels should be an integral part of the planning program and such leaders shouldbe invited and encouraged to participate in Distributive Education activities such as dinner meetings, banquets, and speeches at school functions.

2. School officials should be given complete advance information on all student activities in Distributive Education such as club meetings, work-experience schedules, and field trips.

Organizational Pattern of the Program

How should the public relations program be organized? Who should plan the broad program? Who should initiate publicity? While it is recognized that every Distributive Education worker has a responsibility in the proper conduct of a public relations program, it is highly desirable that this responsibility be discharged in keeping with an established pattern. Who shall determine that pattern?

The situation at the moment is confused. To the extent that such policies exist, each national agency or group determines its own public relations policies concerning Distributive Education. The Office of

Education conforms to such stated or assumed policies as may have been fixed by its officials of ultimate responsibility. The pattern followed by State directors of vocational education and State supervisors of Distributive Education varies from a complete lack of policy to a fairly well-conceived public relations policy and plan. In some States an official is employed who is primarily responsible for publicity. However, he may now actually be, or is rapidly becoming, the director of public relations. Some associations, too, employ such officials on a full-time basis, but these cases are the exception rather than the rule.

In view of the current situation, the Committee on Public Relations recommends that a standing committee be formed which will consist of representatives from the various organizations concerned with the administration, supervision, promotion and use of the benefits of Distributive Education. It further recommends that this committee be charged with the following responsibilities:

1. To conduct a careful study of public relations in Distributive Education.

2. To recommend to all interested agencies and organizations a plan for the conduct of the program, including the formation of such committees as may be needed in the operation of the plan.

3. To suggest ways and means of insuring the proper operation of the program, particularly as regards the pooling of ideas and resources in the accomplishment of the outcomes sought.

The Committee further suggests the desirability of the standing committee on public relations operating through a central office; an office created for that purpose or one which may have other functions in connection with the Distributive Education program. The Committee urges careful consideration to this entire problem in the immediate future. It feels that no time should be lost in the establishment of a sound plan of public relations and the creation of an organization to effect the plan.

The Specific Objectives of a Plan

The general purpose of a public relations plan is reasonably well understood; the specific features of such a plan are less obvious. What should a public relations plan contain? In seeking the answer to this question the Committee asked itself, "What are the specific objectives of a plan of public relations?" While the answer it reached by no means exhausts the subject, the Committee feels that such objectives as those that follow should be reached in a well-conceived and carefully-written plan:

1. To furnish to each interested person and organization in the area operating under the plan the information needed in forming a sound judgment of the Distributive Education program and in securing its services.

2. To plan in advance the activities and releases that constitute the public relations program and to schedule the action program in accordance with the subject content and at a time that can be expected to yield maximum results.

3. To correlate, in writing, a reasonably complete national pattern for the public relations program and thus provide plans of action on the national, State and local levels that are consistent and well coordinated.

4. To initiate activities on all levels simultaneously; for example, if a State releases a new training program, the release should be relayed through an established central agency and issued simultaneously in every State and local community in position to participate.

5. To insure the orderly conduct of relationships with the public. For example, certain instructional programs should be opened at or near the same date each season or each year. There are definite reasons for initiating the program at the time chosen and the public, businesses especially, should be led to expect those programs to open at that time, and they should be urged to plan their training schedules accordingly.

6. To remind the coordinator-teacher of desirable dates for issuing promotional releases and performing routine duties affecting the public, such as preparing and issuing letters, news releases, exhibits, reports of student club activities, and many similar details the busy Distributive Education supervisor, coordinator, or teacher might otherwise overlook.

7. To aid in the advance planning of social events, such as banquets and Halloween parties.

8. To serve as a reminder and a guide in the placement of cooperative part-time students in training stations.

9. To develop sound and continuing support among persons who control or are responsible for publicity media, including furnishing such persons a continuous supply of information with which they may prepare releases.

10. To create in students in Distributive Education classes a feeling of pride in being a part of a sound and well-organized program which commands national recognition. Incident to this objective, to supply information to all high school students and adults on the services available to them.

THE TOOLS OF PUBLIC RELATIONS

A public relations program is intended to influence the thoughts and actions of people along general or definite lines. In order to mold public opinion concerning Distributive Education, supervisors, coordinators and teachers must inevitably face the question, "By what means can I accomplish my objective?" To answer this question an inventory of the "tools" of public relations available to them is needed. This section of the report aims to present (1) the general tools of public relations, in terms of Distributive Education, and (2) the special tools that are inherent in the program itself. Possessed of a good understanding of these tools and given the ability to use them effectively, the professional worker should create a favorable impression of his program and at the same time give a good account of himself.

General Tools

Whether the product be a commodity, an idea, or an educational service, the general tools of public relations are very similar. They are the weapons used in attacking a problem. The Committee has selected the following tools as being those that will in all probability yield greater dividends in furthering the success of Distributive Education. In addition, it has attempted to make specific application of the use of these tools in advancing the program. The general tools are as follows:

First General Tool: A good product
A Sound Distributive Education Program

The tool of primary importance in a public relations program is the product itself; in this case, a sound Distributive Education program. If the supervisor or the coordinator conducts a program that helps the individual singly or as a member of a group, he has a key that will unlock many doors in his State or community. No better promotional device can be used in appealing for public confidence and support than the story of a successful training program. The use of this device, however, requires an accurate knowledge of the program and all of its successes and shortcomings. Herein lies the crying need for an evaluation procedure that will tell a complete story. The results of the annual evaluation of both individual courses and the total program will yield the information needed for the proper use of this tool. The Committee on Public Relations, therefore, urges the development of criteria for evaluating a Distributive Education program. A program should be broad in scope yet accurate and specific in its contribution to the individual and the group served. Such a program will always be a tool that will yield excellent outcomes in a public relations program.

Second General Tool: A Satisfied User
A trained individual giving satisfactory service

The end product of training is efficient performance on the job and happiness on the part of the trainee. A satisfied employer thus becomes

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a foregone conclusion. The user of any product is its best friend or its worst enemy in public relations. It is sometimes difficult to ferret out the points that bring satisfaction to an individual who comes under the influence of the Distributive Education program, but they must be found and, through the most effective media available, be used to create similar acceptance by others whose lives can be enriched by the contact. Experience during the years that have passed will point the way. The Committee calls attention at this point to the special appeals, listed later in this report, that have been found useful in getting the interest of the individuals and groups comprising the various important segments of "the public" of Distributive Education. The favorable testimony of the store in which trainees have served carries great weight in the formation of opinion.

Third General Tool: A Wholesome Attitude
The correct attitude toward individuals and groups involved

One who is concerned with public relations must like people. In return, people will usually like him, and in these likes and dislikes lie the success or failure of almost all public relations programs. The Marshall-Field and Company film, "By Jupiter", furnishes an excellent case in point; it presents the theme that people usually respond to treatment in kind. Sound relationships are the outgrowth of a feeling of mutual respect and confidence. A program cannot expect to be viewed favorably unless its exponents are also in favor. Specifically, Distributive Education personnel must be interested in the trainee and his problems, his needs and his ambitions. They must do something constructive and concrete in response to his requirements. Similarly, they must believe in the basic integrity of business and the inherent soundness of free enterprise and its place among the world's economic systems as the greatest contributor to human well-being. They must have a wholesome yet analytical attitude toward the problems of our economy as they affect Distributive Education. Likewise, their tolerance of the views of individuals or groups on such questions as religion, politics and other social and economic questions must keep them on safe ground in their relations with such persons or groups. A wholesome attitude toward others is the tool of public relations in which personality and personal relationships are vitally important. This tool can make or break the program; distributive educators must learn to use it efficiently.

Fourth General Tool: A Dramatic Appeal
A dramatic yet educationally desirable appeal

Man yields to appeals that satisfy his intellect and his basic desires. Almost all people have a sense of the rightness of things, so any program must use an appeal that is educationally desirable. After all, Distributive Education is an educational program--a public service program; it may not use the same appeals a business might use. To educators, self interest or business interest must be subservient to the public welfare in a more direct sense than can be expected of the merchant and the trade association. But Distributive Education has many appeals, listed later in this report, that are thoroughly sound and highly desirable both from a social and an economic point of view. These appeals must be selected for use in public relations.

Once the appeals are selected, they are more effective when dramatically presented. In fact, everything else being equal, appeals should be used which lend themselves to the dramatic; thus attention is claimed and a decision is more readily reached. Among the more fruitful sources of dramatic appeal are success stories and outstanding accomplishments of trainees and training programs. This tool of public relations, in the hands of a master craftsman in the field, will focus wide attention on the program.

Fifth General Tool: Planned Publicity
A carefully planned publicity program

An appeal has value only when it reaches the audience for which it was intended. Hence, publicity must be based on the appeals to be emphasized through media that will reach the people whose good opinions are sought. Newspapers, house organs, trade magazines, and educational media should carry the story. Moreover, the medium should be selected in terms of the message to be carried, and the timing must be right. Christmas training programs, for example, should be publicized well in advance of the Christmas season. The publicity should be directed to high school students and housewives and others whose attention is to be called to Christmas training programs. The approach should be made through newspapers, school assemblies and other media that reach such persons.

Needless to say, the planning and execution of a publicity program requires considerable attention to detail. Scheduling becomes a major factor of the campaign. In what other way can the best appeal be directed to the appropriate audience at the proper time? Here, then, is another tool of the public relations program that requires careful planning, skillful handling and sound judgment; it is one which will yield excellent outcomes in the creation of a healthy attitude toward the Distributive Education program.

Sixth General Tool: Advertising
A Selective Advertising Campaign

Advertising, as contrasted with many other forms of written and spoken public appeals for support, is the paid medium. Regardless of the content of the advertisement, the appeal made and the media used must be carefully selected. Paid advertising in Distributive Education takes many forms and the funds used in payment may come from a variety of sources. The program will benefit from paid advertising when an appeal is made to a definite audience, and when the appeal is one that justifies the use of a paid medium. The announcement of the opening of classes or institutes is an excellent example of the proper use of the paid advertisement.

Advertising is a tool of limited but profitable uses. The supervisor or coordinator must be familiar with its uses and be able to direct advertising in a way that will yield the greatest returns to the public relations program.

Seventh General Tool: The Written and Spoken Word

A writing and speaking campaign

People usually react more readily to what they see or what they hear. As a consequence of the use of the senses of hearing and sight, public relations campaigns are usually conducted primarily to appeal through those senses. Writing and speaking thus become a general tool in the public relations program; it is a tool of major importance. Through writing and speaking the politician, the lawyer, the scientist and the minister each influence the thinking of the world in the given field. Business and industry are learning to use this tool with greater effect. Labor is becoming adept in its use.

Distributive educators have sometimes been criticized for their lack of attention to writing and speaking. Busily engaged in developing a field program, they have been traveling and talking a great deal, but they have engaged in very little formal speaking and writing. The time is ripe for them to write and to speak. The greatest product in the world may fail to gain public acceptance if the public does not know about it. A program may fail to reach its full development unless the story of Distributive Education is told and, incidentally, identified as "Distributive Education". For example, in a State that calls it "the merchandising program" or "the retailing program" merchants become confused and wonder why "the Distributive Education program" so widely publicized at national conventions of trade associations has not been made available to them. In such cases, the fault lies in the public relations program. A Ford automobile is a "Ford" in every State; Distributive Education should be operated under the title "Distributive Education" in every State.

Full use of this particular tool of public relations can best be attained through the constant interchange of written materials between States, through a steady flow of carefully written articles in all published media in the field of distribution and through a speaking campaign. The most accomplished speakers in the field should further develop the talent of speech, they should write good speeches, and they should become the core of a formal or informal speakers' bureau for Distributive Education. The advertising men of America and other national groups have such bureaus; why should it not also be adopted as a public relations tool in Distributive Education?

Eighth General Tool: Good Media

The right media, correctly used

Media that can be used in carrying the message of Distributive Education are plentiful. Some types of media are more fruitful than others, but circumstances usually govern particular cases. It is therefore often difficult, or even impossible, to give sound advice on which medium to use in carrying any given message. In the two lists below, one is a fairly complete listing of media that may be used in a Distributive Education public relations program, the other is a summary statement of some of the more important activities or types of publicity to be carried to the public. An ideal analysis would have listed under each medium the activities that could best be reported through that medium. The Committee feels, however, that such a fixed type of report might be misleading for the reason that the situation with which the coordinator or supervisor is faced any particular moment too often governs the type of medium he will use for a given purpose. Therefore, it is expected that the lists will serve as check lists from which the user may exercise a choice in selecting the type of message he needs and the medium he will use in carrying his story to the public. The lists are as follows:

Media and Their Specific Application

List of Media

A. Publications

  1. Newspapers
  2. School papers
  3. D.E. magazines
     State, National
  4. Trade journals
  5. Educational magazines
  6. House organs
  7. Bulletins, pamphlets
  8. School yearbook
  9. Handbills
  10. Sales kits

B. Radio

  1. Spot announcements
  2. Panel discussions
  3. Skits
  4. Interviews
  5. Talks
  6. Television

C. Visual Aids

  1. Motion picture
  2. Sound slidefilms
  3. Filmstips
  4. Visualcast
  5. Slides
  6. Opaque projector
  7. Posters
  8. Charts
  9. Graphs
  10. Photographs
  11. Scrapbooks
  12. Albums
  13. Blackboards
  14. Bulletin boards
  15. Exhibits

Application to Publicity

a. Announce new personnel

b. Announce new programs

c. Announce names of students

d. Announce names of cooperating agencies

e. Announce D.E. club activities

f. Cooperative class activities

g. Guest speakers

h. Field trips

i. Christmas extra classes

j. Semi-annual and annual reports

k. State D.E. club meetings

l. Employee-employer banquet

m. Endorsements from merchants

n. Awards and honors to students

o. Honors to D.E. personnel

p. DECA national convention

q. Announce advisory committee membership

r. Announce advisory committee activities

List of Media

D. Mail
    1. Letters
    2. Cards
    3. Inserts

E. Special Events
    1. Open house
    2. Fairs
    3. Field trips
    4. Fashion shows
    5. Employee-employer banquet

F. Group Meetings
    1. Speeches
    2. Panel discussions
    3. High school assembly programs
    4. Faculty meetings

G. Affiliations and Memberships
    1. Professional organizations
    2. Trade associations
    3. Civic clubs

H. Reports
    1. Survey
    2. Annual descriptive report

I. Services
    1. Consultation
    2. Employment

J. Awards
    1. Certificates
    2. Diplomas
    3. Scholarships
    4. Special awards

K. Summer schools
    1. Workshops
    2. Teacher conferences
    3. Teacher-training classes
    4. Supervisory conferences
    5. Administrators classes

Application to Publicity

s. Announce Retail Institute or adult extension classes

t. Work activity and class earnings

u. Announce special events

v. Announce completion of Retail Institute classes

w. Student advancement

x. Alumni activities

y. Recognition of installation of material and equipment

z. Professional activities

aa. Human interest stories

bb. Opportunities in the field of distribution

cc. Explanation of the cooperative program

dd. Explanation of adult program

ee. Photographs of students and teachers

ff. Problems in retailing

gg. Community problems

hh. Career days

ii. Courtesy campaign

jj. Store sponsored activities

kk. Invitations to events

ll. Information on merchandise facts

mm. Advantages of D.E. program

nn. Assistance in placement

oo. Classes for strategic groups

pp. Distribution of certificates and awards

Special Tools Available to Distributive Education

In addition to the general tools of public relations, Distributive Education is possessed of certain special tools--or appeals--which can be used effectively. These appeals are usually inherent in the Distributive Education program itself; they are a result of its influence on the life of individuals or its effect on the objectives of groups. This section of the report is concerned with such appeals. Some of the more important of these special tools of the public relations program in Distributive Education are:

First Special Tool: Its Contribution

The contributions of the Distributive Education program to its public fall into two classifications: (a) General contributions of a type which is of interest primarily because it is in the public welfare, and (b) Special contributions which are primarily in the interest of individuals or groups who expect a direct professional, financial, or personal gain from the program.

The general contributions of Distributive Education of interest to various individuals and groups are listed below as "appeals" to such groups. They are classified by groups served and they were prepared in outline form in order to conserve space through such a summary presentation:

Bases of General Appeal

To the General Public

Distributive Education contributes to:

a. Improvement in standards of living through better service, lower selling costs, and general improvement of marketing and merchandising practices in the field of distribution.

b. Improvement in shopping conditions in relation to

   (1) Customer relationships
   (2) Merchandise accessibility
   (3) Accuracy of merchandise information
   (4) Merchandise service per dollar expended
   (5) Customer comfort

c. Economical and practical training opportunities

d. Development of better citizenship

e. Community improvement

To Educators and Educational Groups

a. Increasing the standing of the school in the community

b. Bringing schools and business into closer cooperation. Increasing the practical educational contribution from the school to society.

c. Securing monetary and training benefits for students

d. Solving administrative problems by

    (1) Meeting economic objectives of schools
    (2) Helping to avoid criticisms regarding the teaching of impractical subjects
    (3) Supplementing school budget through Federal and State reimbursements
    (4) Decreasing disciplinary problems among students who wish to work
    (5) Decreasing school drop-outs for students who must work
    (6) Increasing home contacts of school
    (7) Promoting budget increases
    (8) Providing a follow-up of school work
    (9) Establishing instructional standards

e. Increasing financial support in the community

f. Expanding the school offerings

g. Building taxable wealth of community

h. Applying school training to needs of community life

i. Providing special teaching aids in technical subjects

To Parents

Distributive Education offers their children:

a. Opportunities for employment

b. Opportunities for increased income

c. Greater economic security

d. Improved working conditions

e. Opportunities for personal and professional development

f. Improved knowledge and skill in buying

g. Opportunity to develop better financial judgment

To Trade Associations

a. Aid in strengthening the organization through rallying its members around a common cause - training

b. Greater publicity to activities

c. Increased opportunity for service

d. A center of interest which keeps members active in association affairs

e. A means of improving morale and job knowledge of both the general membership

f. A return of taxes in the form of direct service

g. Increased public respect for trade organizations

h. A means of returning the benefits derived from Federal and State tax money to the State and local community

i. Dissemination of training information throughout the organization

j. Assistance in planning and operating training programs

k. Special counsel on training problems

l. An appreciation of the value of trained personnel to association members

The special contributions of Distributive Education of more direct concern to the individual are an outgrowth of the importance and service of distribution in our economy and, of course, of the further fact that Distributive Education offers the principal direct training service which contributes to efficiency in that field. These special contributions are presented below again as a summary listing. In addition, the services to employees and employee groups are reinforced by general and specific statements of fact with respect to the employment situation in the field of distribution. Some of the more important special appeals are listed below:

Bases of Special Appeal

To Trainers

Distributive Education offers trainers and teachers:

a. A higher type of trainee

b. An opportunity to be of service in a field of increasing importance

c. A greater amount and a more usable type of teaching materials

d. Opportunities for developing training materials that are new, up-to-date, and challenging

e. Greater security in employment as a trainer

f. Improved teaching conditions as to

    (1) Physical surroundings

    (2) Training equipment and teaching facilities

g. An opportunity to associate with several interesting types of associates

h. Opportunities for increased service to business, to the public, and to learners

i. Increased opportunities for professional and personal development

To Employers

Distributive Education offers:

a. Training service to employees, supervisors, managers, and owners

b. Benefits to the business through training

c. Aid in the public relations of a business

d. Increased prestige for the business

e. A better means of keeping trade at home

f. Cooperation with the local schools

g. Publicity to the store in the school

h. A more direct return for taxes paid

i. Advisory service in training problems

j. Basic training for new employees

k. Training for the call-list reserve of part-time employees

l. Greater productivity per employee

m. A better understanding of employees and their problems

n. Reduced personnel turnover through better selection and training

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To Employees and Employee Groups

The contributions of Distributive Education to employees and employee groups involve benefits from the individual point of view. The individual wants more than a general statement of benefits; he wants specific facts and he wants them stated in terms of money, hours, working conditions and opportunities for security and advancement. For that reason, the Committee has reported below as (1) "Summary of Appeals, the general bases of appeal, and in addition it has reinforced each general basis of appeal with some statistical data and other factual material under (2) "Detailed Data for Use in Appeals." The points follow:

Summary of Appeals

Distributive Education offers employees and employee groups:

a. Opportunity to receive specific training for employment

b. Opportunities for increased earnings and advancement

c. Greater security by reason of increasing the stability of the field

d. Greater opportunity for employment in a field in which working conditions are satisfactory

e. Opportunity for personal development

f. Opportunity for professional and technical development

g. An opportunity to receive training under actual working conditions

h. A better understanding of employers and their problems.

Detailed Data for Use in Appeals

The data concerning special appeals of Distributive Education to employees are offered below in support of each appeal listed in the summary.

a. Opportunities for Specific Training for Employment

What are the opportunities for employment in distributive occupations? The field of distribution now provides employment for approximately 14,000,000 persons, second only to the manufacturing occupations. The latest reliable figures available were released by the U. S. Department of Commerce in a report prepared by the Bureau of Old Age and Survivors Insurance of the Social Security Administration, Federal Security Agency. The figures are as follows:

Group	Employment Mid-1947
Wholesale	2,705,310
Retail	6,364,148
Service	3,386,047
In other groups 1/	1,650,000
Total	14,105,505

Chart A on page 22 presents pictorially the relative importance of distribution as a field of employment. The need of specific training in retailing and other distributive occupations is obvious. The need is more acute because of the many specialized jobs in distribution. According to Mr. George Plant, Manager of the Personnel and Store Management Groups, National Retail Dry Goods Association, there are over 800 distinct jobs in department stores alone. These jobs involve a myriad of different duties, responsibilities, and skills, and they offer many varying degrees and types of opportunities. Although the number of jobs is not as great in smaller stores, in which 100 or fewer persons are employed, as they are in larger stores, the same basic functions are present. The resulting combination of functions in such stores frequently creates jobs which offer equal or even greater opportunities for personal, professional, and financial growth and development. The following limited list of jobs is illustrative of the wide range of talents required in stores and the varied character of employment offered:

Buyer
Personnel Director
Advertising Manager
Fashion Coordinator
Floor Superintendent
Store Manager
Traffic Manager
Salesperson
Display Manager
Controller
Copywriter
Illustrator
Model
Cashier
Merchandise Manager
Restaurant Hostess
Training Director
Department Head
Meat Merchandiser
Waitress
Personal Shopper

1/ An estimate by the committee. The committee uses this figure as a rough estimate of the employment of distributive workers in the following types of business: (1) Self-employed distributors (family stores), (2) Sales and other distributive employees in manufacturing, jobbing, mining, public utilities, agricultural and construction industries.

To be supplied

Chart A. Graph showing relative importance of
distribution when compared with other fields
1940

Many specialized jobs such as the job of the training director and the fashion coordinator are relatively recent developments in the field of selling and merchandising. This trend promises to continue and to expand as a further division of functions becomes necessary in the drive to increase the efficiency of the distributive process. The modern practice of employing counseling and guidance procedures in the placement of employees is a forward-looking effort by stores to secure the greatest return from special aptitudes, interests, and abilities of employees and to find placement that offers a challenge to store workers. If employee satisfaction can be drawn into closer relationship to measurable achievement, great strides will have been made in retail personnel management and employment opportunities will be greatly increased.

Young men and women who seek a livelihood in our modern world should be particularly interested in the current expansion of employment in the distributive occupations. Chart A from the report of the Census of Business, shows the constant and rapid change in the relative position of distribution among the principal fields of employment. This trend is in keeping with Roger Babson's advice to young people that they give serious thought to the distributive occupations as a career. He pointed out the rapid expansion of employment and the wide variety of knowledges and skills in this interesting field of work.

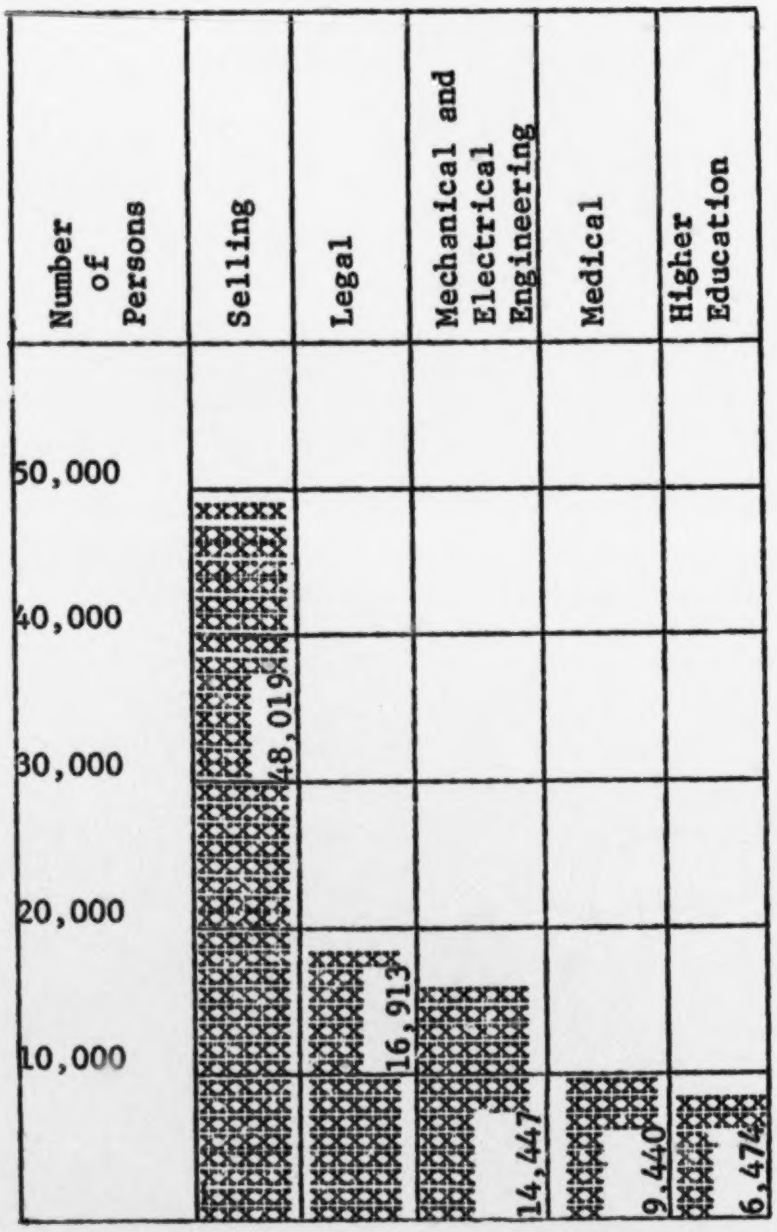
b. Opportunities for Increased Earnings and Advancement

Mr. Plant makes this statement:

> "Retailing provides a larger proportion of supervisory and executive jobs in relation to total employment than any other large industry. More people - especially women - can attain good paying executive jobs faster in retailing if they have the ability and interest. The top executive jobs carry compensation equalled in few other industries."

Women in particular can look hopefully to the distributive occupations. Little or no discrimination exists in any phase of selling against women, even married women, who are able and willing to work. More nearly equal opportunities are maintained for women in supervisory and executive positions in the field of distribution than in any other broad field of employment. The U. S. Chamber of Commerce states, "There are more positions for women in the distributive occupations paying $3,000.00 a year or more than in all other fields combined." Furthermore, selling offers a great number of positions in the higher salary brackets than almost any of the highly respected professions and, by and large, requires fewer years of formal preparation. Chart B on page 24 illustrates the situation in this respect.

COMPARATIVE CHART* OF PERSONS
EARNING $5,000.00 OR MORE A YEAR
IN MAJOR PROFESSIONAL GROUPS



* 1940 Census
Chart B. Graph showing number of persons earning $5000. or more per year in the major professional groups.

The percentage of earnings for the various levels of employment is distributed fairly in the distributive occupations as a whole. The higher job classifications do not absorb a disproportionate percentage of the earnings in the field in comparison with the degree of responsibility involved. Charts C and D on page 26 illustrate the situation in this respect in semi-graphic form.

Distributive Education, then, offers training in a field in which not only broad opportunities for employment exist, but one in which advancement for the capable, conscientious worker is steady and relatively certain, and earnings are commensurate with the work and training required.

c. Greater Security by Reason of Increasing the Stability of the Field

Distributive workers to a very large degree are engaged in the distribution of necessities of life. When America became more an urban and less an agricultural nation, the collection and distribution of food and the other essentials of modern living opened channels of employment that must stay open. These channels cannot close for any prolonged period. Employment in distribution thus not only became important; it became stable. The plumber, brickmason, and the electrician earn their pay only when a house is under construction; the grocery salesperson earns pay every working day. The annual earnings of the distributive worker thus constitute a steady day-to-day and month-to-month income that is neither greatly affected by the whims of the purchaser nor by circumstances of the moment. Charts E and F on page 27 are offered in illustration of the total gross annual income of the distributive worker as compared with workers in other fields; some being fields in which high hourly rates are prevalent.

Even between the various types of retail outlets there is marked freedom from wide fluctuation in the total sales volumes from year to year. Chart G on page 28 illustrates the situation in this respect.

The stability of employment in the field of distribution is markedly better than it was in almost any other major occupational group in depression years. Chart H on page 29 illustrates this point. At the same time, it is worth noting that employment in years when business is good is equally satisfactory. Chart I on page 29 illustrates this feature of the field. The discussion and charts previously presented are fairly conclusive proof of the employment stability of the various areas of distribution and of the fact that annual earnings in the distributive occupations compare favorably with earnings in other occupational areas. Since earnings are increased and job security is improved as employee performance is improved, Distributive Education has a major contribution to make. It has given ample evidence of its ability to improve employee performance.

Wholesale Business Per Cent of Total

Number of Employees	7.3	22	8	20	21.4	21.3
Bracket	Executives and Managers	Office and Clerical	Inside Selling	Outside Selling	Warehouse Employees	Others
Pay	20	17.6	7.3	25	15.1	15

Chart C Graph showing Earnings Wholesale by Employment Brackets (1939)

Retail Stores Per Cent of Total

Number of Employees	2.7	7.0	9.3	44.7	6.6	29.7
Bracket	Executive	Mgr. & Supervisors	Office and Clerical	Selling Employees	Waiters & Waitresses	All other Employees
Pay	7.7	12.7	8.2	41.2	3.4	26.8

Chart D Graph showing earnings by retail employment brackets (1939)

To be supplied

Chart E. Graph showing income of distributive workers compared with other workers, 1941 to 1946.

To be supplied

Chart F. Graph showing income increases of distributive workers compared with other workers, 1941 to 1946.

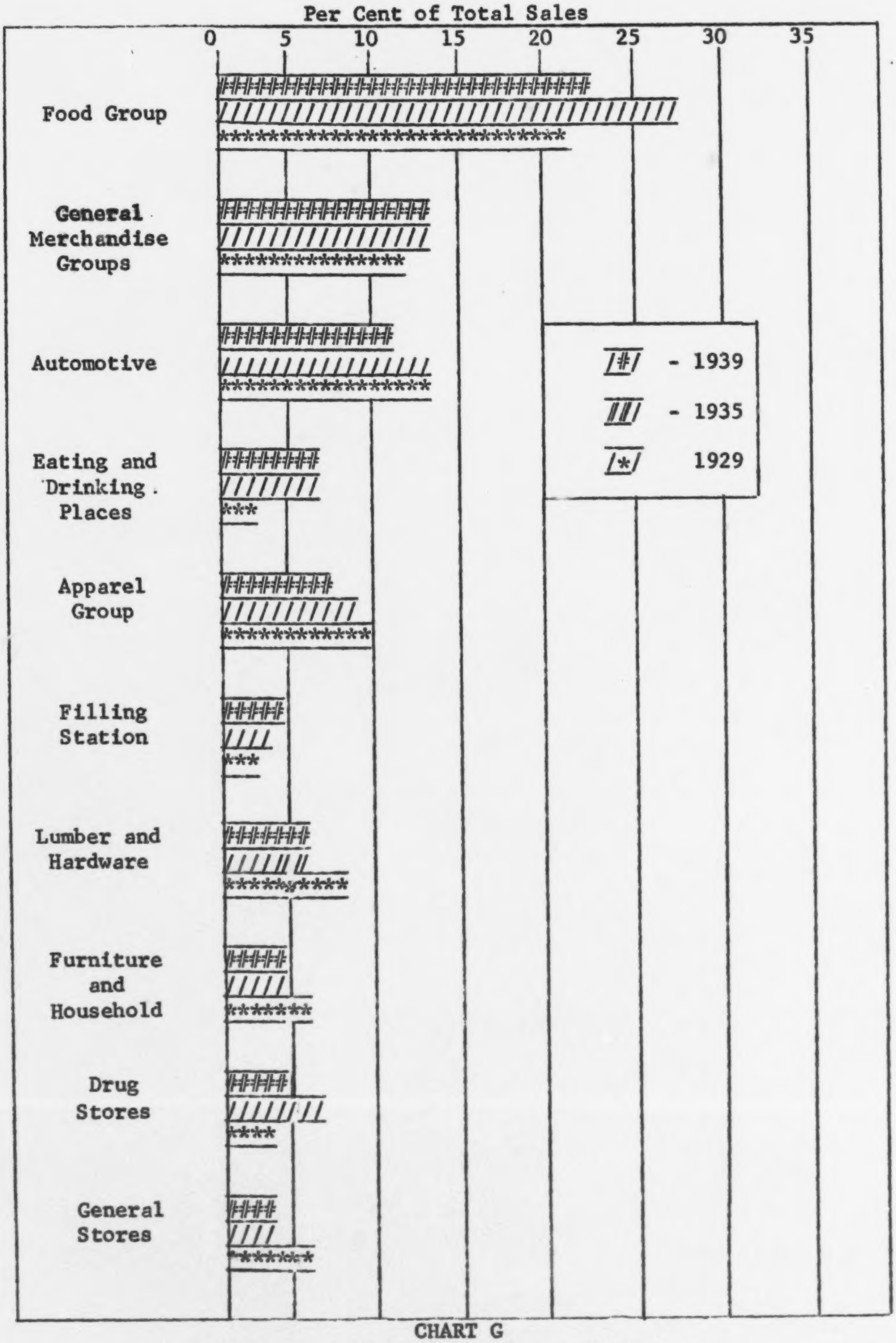


CHART G
Sales compared by type of retail business
for 1929, 1935, and 1939

To be supplied

Chart H. Employment in distributive occupations in depression years, 1931-33, compared with employment in other fields.

To be supplied

Chart I. Employment in distributive occupations in good years, 1942-47, compared with employment in other fields.

d. Greater Opportunity for Employment in a Field in Which Working Conditions are Increasingly Satisfactory and Steadily Improving

Some trends in employment benefits and working conditions in the distributive occupations that should command the attention of those who seek training in a field in which to make a good living are the following:

(1) A shorter work week. The 40-hour week is now common in many of the larger organizations in distribution. These firms tend to create a pattern for the entire field.

(2) Insurance and retirement plans are growing in scope and popularity. Many such plans include life insurance, health and accident provisions, group hospital plans or retirement income, or combinations of one or more of these benefits.

(3) Bonuses and profit sharing are rapidly gaining favor as a means of rewarding faithful and efficient performance of employees.

(4) Distributive workers are enjoying greater purchasing power per dollar earned because of liberal employee discounts and special shopping privileges now being given by stores.

(5) Employers have aided workers in distributive occupations in the formation of credit unions for the purpose of stabilizing the employees' financial position and guarding them against financial emergencies.

(6) Paid vacations and sick leave for distributive workers are rapidly being recognized. Such vacations and leave have been granted to workers in some other fields of employment, but in general the distributive occupations lead other fields in privileges granted.

e. Opportunities for Personal Development

Achievement of increased job efficiency is a paramount objective in distributive training, but with such an achievement can also come personal development that is useful in the employee's non-working hours as well as in his occupational life. Some of the opportunities for personal development offered are as follows:

(1) Speech improvement. Courses in store speech help individuals to become more proficient in oral expression--a benefit to them both on and off the job.

(2) Personality development. Courses which emphasize this subject also result in increasing employee self-assurance.

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(3) Better knowledge of human relations. The training course in human relations will usually result in improved departmental and store relationships on the part of the trainee and also in a better ability to understand people oif the job. Where, except in a store, can so many people be met on friendly terms?

(4) Greater knowledge of teaching principles and the techniques of logical presentation. The course, "How to Train an Employee," will improve teaching ability. In addition, it will improve the trainee's ability to prepare and present speech materials and to arrange such materials logically in accordance with proven techniques of teaching.

(5) Improvement in knowledge of good buying practices. The knowledge of merchandise gained in Distributive Education gives the employee distinct advantages in buying goods for personal use.

(6) Improvement in knowledge of modern business principles which can also be applied in personal affairs.

f. Opportunity for Professional and Technical Development

One of the most significant objectives of distributive training is to aid those receiving instruction in developing professionally. Some of the opportunities for such growth are discussed below.

(1) Opportunity to gain a greater appreciation of one's job and of its importance to the field of distribution. "Knowledge begets enthusiasm". Courses which give a thorough grasp of knowledges and skills needed in a job instill in employees a greater enthusiasm for and interest in their jobs. Courses designed to give employees a comprehensive knowledge of their chosen field--distribution--and the service this field rendors society will create within them greater respect for and an appreciation of the duties they perform and thus give meaning to their jobs, however routine they may be.

(2) Opportunity to receive training in job attitudes, knowledges, and skills. Professional development depends fundamentally upon the ability of people to achieve increasingly greater efficiency. Greater efficiency offers the greatest promise of greater earnings and promotion in grade; without increased efficiency. Neither is probable.

(3) Opportunity to gain stature and recognition in personnel records. Many companies enter on the employees' personnel file a record of training courses taken. This record is indicative of the interest of the individual employee with respect to professional and personal improvement - it is often a major factor in selecting employees for promotions.

g. Opportunity to Receive Training Under Actual Working Conditions

One practical value of distributive training lies in the fact that the instruction given is closely related to actual working conditions. Moreover, it is offered by instructors who have themselves had consequential experience in the field of distribution. Under such conditions instruction is practical and not so theoretical that it is not immediately useful on the job. Another valuable feature of distributive training is the homogeneity in class enrollments. Enrollees find themselves in groups composed of people employed in similar distributive jobs. In such classes the individual enrollee learns from the occupationally qualified instructor and from his fellow class members as well. Some additional advantages of training under the above described conditions are:

(1) Instruction is in a business atmosphere.

(2) Terminology used is the easily understood language of the store.

(3) Merchandise used by enrollees and instructor in class demonstrations is from stock, articles familiar to enrollees.

(4) Instruction is related to daily employment of enrollees. Theory is applied more directly to practice.

(5) Related and remedial instruction is readily determined by employer, instructor, and the student involved.

(6) Self-confidence grows with the increased understanding of actual job conditions. An interest in self-improvement follows.

(7) Specialists in each area of store work are available for counsel and advice. The generalization of the teacher, who is inexpert in all fields, is overcome.

h. A Better Understanding of Employers and Their Problems

To realize what problems the employer faces is to be in a position to know how to work toward the solution of such problems and to more readily adjust one's work to the conditions they create.

Second Special Tool: The Success of Its Trainees

What are the end products of distributive education? Has the training proved itself? What has it done for those who have received instruction? There are innumerable answers to these questions, and within space limitations of this bulletin several typical examples will follow illustrating individual and group successes of men, women, boys, and girls who have benefited from instruction under the Distributive Education program.

In the Adult Extension Program

1. An employer wrote that as a result of instruction given by an itinerant instructor her employees as a group had become 22% more efficient. These employees were enrolled in a course in "Professional Selling."

2. A group of retail credit managers testified that after they and their employees had received instruction in "Retail Credit Procedures," their entire system of interviewing applicants, handling customer credit applications, and reporting and collection practices was completely revised in accordance with the training received. They stated further that use of the new system had resulted in faster and better service to credit customers and in better cooperation with the Retail Credit Bureau.

3. As a result of training having been given in "Merchandise Display," many store fronts in a small town were completely remodeled. The merchants stated that it became a matter of civic pride and that their "main" street had been thoroughly modernized.

4. A young man, formerly a receiving clerk in a nationally-known store, is now assistant superintendent in that organization. He attributes his success in large measure to having taken a series of long-term courses in the Distributive Education program.

5. The manager of a department store stated that, as a result of one of his buyers having taken the course in "Human Relations," the buyer is now one of the most highly regarded department heads in the organization. Before she enrolled in the course it had been extremely difficult to keep employees in her department.

6. Before supervisory training was given to supervisors in a large food chain, the store's supervisor warned the conference leader about one department head. He was a brilliant man in his field and had had years of experience. Because he knew so much about the foods displayed and sold, he was impatient with new workers and did not take time to train them properly. Upon completion of the conference he had analyzed all jobs in the department and prepared a definite training plan for each. He became the leader in training in that department of the company. He states that his remarkable results in training new people are due to his training in how to teach, follow-up, and help new employees in their jobs.

7. There have been numerous instances in which enrollees in "Job Instruction Training" have been made responsible for training or transferred to the training department.

In Cooperative Part-time Classes

1. A teacher-coordinator reported that several of her students achieved excellent records in sales - their selling costs averaging less than the store average.

2. Seventeen graduates of one program were promoted to positions as assistant buyers within twelve months after graduation from high school.

3. A survey was conducted by a group of personnel directors in one city to compare the efficiency of Distributive Education part-time cooperative students with that of other young employees of comparable age and store experience. The survey revealed that at the end of one year of store experience the Distributive Education students were 15% more efficient. The personnel directors attributed the greater efficiency to (a) careful selection of students by the teacher-coordinators, and (b) thoroughness of instruction in distributive subjects.

4. A Distributive Education graduate was promoted to merchandise manager of ready-to-wear in a large department store when only twenty-two years of age.

5. The manager of a group of stores asked a Distributive Education trainee to take complete control of stock going to all its stores. The boy hesitated and then remembered that he had studied "How to Learn a Job" in his class at school. Before graduation he had planned what had to be done on the new job, had secured his employer's approval, had begun to learn the basic information, and was able to start on it when he left school. He became head-of-stock for this group of stores before he was old enough to vote.

6. Sales costs of part-time students were compared with costs of beginning full-time workers in six different businesses in one city. Required selling costs for salespeople were obtained from the stores themselves. The length of time required of full-time employees to get down to the required selling cost was also given. The stores then furnished weekly records of students' cost. At the end of the time set by the stores all students were down to or below the selling cost required of full-time employees in the same department except two; each of these was very near the figure. Both employing stores stated that because of the fine attitudes and zeal for work on the part of these two students they would not consider releasing such an employee.

7. A statement at a Distributive Education club meeting--The Future Retailers of Ohio--was as follows:

> "I graduated in 1943 from Whitney Vocational High School, Toledo, Ohio. Since that time I have worked continuously in a department store, and I love it. In no other line of work can there be as much variety as one gets in a department store. I know, I have done everything from house cleaning to buying merchandise--and all that in only one department. There is no monotony, if you like being with people.
>
> "Now I am assistant buyer, and I never would have made it it if it hadn't been for my wonderful school training. Little did I realize the importance of those carefully picked subjects until I began working. I am using at least one of those subjects every minute of the day. Many a time when writing letters to manufacturers I have had to break down my sentence structure to find out which way of wording my sentences would be most effective. I am very conscious of my subjects and verbs. Recently I have used my ancient history quite frequently with the very 'new look' (wasp waist, padded hips, etc.). I thought the textile classes were just a heaven-sent subject. I wish we had had two periods instead of only one. I use my textile information frequently."

Third Special Tool: Support of Organizations -

The support of distributive employers, employees, trade groups, and educational organizations

The cooperation Distributive Education has received from groups concerned with its activities is the most practical demonstration of support. Some of the activities in which these groups engage are listed below:

Employer Activities

1. Serving on steering, survey and advisory committees
2. Providing jobs and assisting in student selection
3. Rating and grading student work experience
4. Providing equipment such as counters, show cases, cash registers, display merchandise
5. Providing facilities for adult training programs
6. Encouraging participation in program
7. Guiding employees and applicants from high schools in their choice of a training program
8. Encouraging adult employees to take both regular and specialized courses
9. Scheduling classes on store time
10. Giving extra pay or time off for evening classes
11. Offering to schedule time for store personnel to serve as consultants and teachers, and to assist in the preparation of courses of study
12. Recommending prospective full-time coordinators and teachers to educational authorities
13. Establishing scholarships

14. Serving as judges in contests and giving prizes
15. Giving banquets and other forms of recognition to those who complete courses
16. Providing work projects such as window displays
17. Recommending Distributive Education to merchant groups through articles in trade journals, letters to employers, circulars, newsletters and other means
18. Supporting legislation affecting Distributive Education

Employee Activities

1. Encouraging fellow employees to take courses
2. Preparing and distributing materials concerning Distributive Education such as articles for store house organs, bulletins, newspapers, visual aids and periodicals
3. Serving on advisory committees
4. Giving speeches and skits and participating in panel discussions
5. Inviting guests to adult classes
6. Suggesting courses for adult classes
7. Enrolling in teacher-training courses and serving as instructors
8. Up-grading social and economic standards in distribution by application of techniques learned in training courses
9. Serving as store training sponsors for cooperative part-time high school students
10. Participating in State and local club projects

Trade Association Activities

1. Developing training materials for use in Distributive Education--several of the national associations have given support to Distributive Education by developing printed training material; they are:

    a. The National Retail Dry Goods Association
    b. The National Restaurant Association
    c. The National Retail Furniture Association
    d. The National Retail Grocers Association
    e. The National Confectioners Association
    f. The National Paint, Varnish, and Lacquer Association
    g. The National League of Wholesale Fresh Fruit and Vegetable Distributors
    h. The American Hotel Association
    i. The United States Chamber of Commerce
    j. The National Association of Ice Industries
    k. The National Shoe Retailers Association
    l. The American Meat Institute
    m. The National Livestock and Meat Board
    n. The American Pharmaceutical Association
    o. The National Association of Retail Druggists
    p. The National Association of Retail Meat Dealers
    q. The National Retail Lumber Dealers Association
    r. The National Association of Music Merchants

2. Providing such material as circular letters, brochures, manuals, booklets, films, charts and books
3. The National Retail Dry Goods Association has provided separate sectional meetings for teachers, coordinators, and supervisors of Distributive Education at its annual national convention.
4. Distributive educators are invited to talk at local, State and national conventions and space is provided for exhibits. An example of how one association is promoting a training program is shown in the list of its activities below:

    a. Conferring with Distributive Education personnel of the Office of Education
    b. Conferring with the executive secretary of the American Vocational Association in efforts to further the interest of Distributive Education
    c. Contacting State supervisors of Distributive Education through

        (1) Personal calls and letters describing training programs
        (2) Providing list of names of branch office secretaries and individual organizations to assist with courses
        (3) Presenting its training manual to State Distributive Education staffs
        (4) Explaining how its manual can be used and citing other assistance the Association will give to schools
        (5) Providing all instructors with a training manual

    d. Contacting distributors and association members by offering two-hour introductory training courses

        (1) Explaining manuals available
        (2) Supplying names and addresses of State and local supervisors and coordinators of Distributive Education to Association members
        (3) Sending letters to secretaries and presidents of member associations explaining that their names have been given to both the local Distributive Education coordinator and the secretary of the local association

    e. Giving talks, including articles and publicity in periodicals, through staff members to allied trade groups

5. Announcing programs ready to be offered
6. Preparing and providing brochures, questionnaires, pamphlets, leaflets, letters and other material to assist with promotion, organization and follow-up of courses
7. Giving to Distributive Education groups and individuals numerous awards, honors, and other types of recognition for outstanding work done

8. Suggesting speakers and ideas
9. Supporting legislation for Distributive Education
10. Serving on advisory committees

Educational Organizations and Agency Activities--A partial list of educational organizations and agencies that have cooperated in the development of Distributive Education is given below together with a list of the activities in which they engage.

Organizations:

- a. The American Vocational Association
- b. National Education Association
- c. National Association of School Administrators
- d. National Association of State Directors of Vocational Education
- e. National Association of State Supervisors of Distributive Education
- f. Distributive Education Clubs of America
- g. United and National Business Education Associations
- h. State commercial education associations

Agencies:

- a. Office of Education
- b. U. S. Department of Commerce
- c. State Departments of Education
- d. State Boards for Vocational Education
- e. U. S. Veterans Administration

Activities:

These groups and agencies listed above further the objectives of vocational education through such activities as:

- a. Endorsing the program
- b. Supporting the program by publicizing it in articles in professional journals
- c. Supporting favorable legislation, both State and national
- d. Setting standards and assisting Distributive Education personnel in attaining objectives of the program
- e. Maintaining high vocational and education values in the program
- f. Supplying speakers
- g. Serving in advisory capacity
- h. Preparing teaching materials
- i. Informing Distributive Education personnel of trends in other educational areas
- j. Providing sectional meetings at conventions which are devoted strictly to Distributive Education
- k. Providing appeals to young people in promoting Distributive Education club activities

In addition to the cooperation and support of national organizations and agencies, the State and local affiliates of these associations, both educational and trade, have made and are continuing to make significant contributions to the further development of the vocational Distributive Education program.

Fourth Special Tool:
Distributive Education Clubs

An integral and vital part of the instructional program in Distributive Education is embodied in club activities in part-time cooperative classes. Local Distributive Education clubs evolved and developed almost from the inception of the program itself, several local clubs having been initiated in 1939. With the increase in the number of local chapters came the organization of State associations of local clubs, and finally in 1947 at Memphis, Tennessee, the first national club conference was held. At St. Louis, Missouri, in March 1948 a national constitution was adopted by the three hundred student delegates in attendance. The high purposes of this organization, "The Distributive Education Clubs of America", are found in its constitution. These objectives are:

1. To develop progressive leadership in the field of distribution that is competent, agressive and self reliant
2. To provide for an intelligent choice of occupations in distribution through exploration of opportunities in the field
3. To create in each member an abiding interest in his chosen occupation through an appreciation of the opportunity it offers him to contribute his share in worthy home and community membership
4. To encourage the use of high ethical standards in business
5. To provide for mental and physical health through satisfactory social and recreational activities
6. To foster a deep feeling of responsibility for contributing through business activities to the civic, social, and moral welfare of society
7. To develop an appreciation of the influence of fine arts to business
8. To engender a healthy respect for vocational education and a desire to keep abreast of current developments in business through use of the training facilities it offers, both in school and adult life

The epitome of these purposes is: Distributive Education clubs are organized nationally, in States and in local schools to give the Distributive Education student an opportunity to develop leadership abilities in his chosen field--leadership ability that shall be tempered by high ethical motives and have the capacity to render intelligent service.

Leaders can be trained, and more completely trained, through sound club activities that are wholly educational in nature. A great many examples of how students have developed in leadership through club activities could be given if space permitted. Only one will be related at this point. It concerns Miss Lily Rufo, cooperative part-time student in Distributive Education in Tubman High School, Augusta, Georgia. Lily won first prize in the speakers' contest during the Georgia State Convention of Distributive Education Clubs. She was a member of the Georgia delegation to the national convention of the Distributive Education Clubs of America in St. Louis, Missouri, in March 1948, which delegation won first prize in the display contest, second place in banquet table decorations, and third prize in skit competition. During the convention program Miss Rufo made a presentation that was not only inspiring to others attending but clearly indicative of the value to her of the Distributive Education program of instruction and the club activities in which she had participated. A brief summary of her talk, which appeared in the American Vocational Journal in May 1948, under the caption, "A Chinese-American Girl Views Distributive Education" is quoted below:

> "Distributive Education has fulfilled my dreams of what I think America should be. My parents came to this country from Old China to seek the best place in which to live and rear their children. From earliest childhood my parents have talked to me about the advantages of this fine country in which we live. They contrasted the life of the average citizen in China with the life of the average citizen in the United States. They told me of the freedom that young people enjoy in this country. They talked about the educational opportunities that we take for granted in the United States and which are unheard of in China.
>
> "They spoke of the difficulties of earning a living in Old China and of the many opportunities of making a living in this country. However, as a Chinese-American girl I have particularly difficult problems to solve in finding my place in our American society and of overcoming the handicaps of language and race. These problems have been solved for me in a great measure through the Distributive Education program and club activities and have guided me toward the realization of my hopes and ambitions.
>
> "Distributive Education with its related study program in the high school, and with the practical suggestions and helpful criticisms of the coordinator both in school and on the job, has given me a happiness and self-assurance that I have never enjoyed before. Through the combination work-study plan the perplexing problems confronting the student while she is working are thoroughly discussed and possible solutions are suggested while in related study classes. I think this method of part-time study and part-time work is the best, so every student in our class is intensely interested in solving the problems confronting them on the job. Thus, the subject matter is easily assimilated because the problems are put into practical use directly on the job in our chosen occupations.

> "In Distributive Education the association with people under actual business conditions, plus participation in the activities of our local, State, and national clubs has made it easier for me to overcome the feeling of inferiority that a young person of my race and language may have. Through Distributive Education I have developed a degree of independence and security that has enabled me to obtain and hold a job in the retail business. Therefore, I repeat Distributive Education has fulfilled my dreams of what I think America should be."

In addition to having perfected their national organization, members of the Distributive Education Clubs of America (DECA) have organized and are publishing a national journal, The Distributor. Assistance to the DECA foundation by the Sears Roebuck & Company has materially contributed to this publication.

As in the case of the Future Farmers of America youth organization for boys enrolled in vocational agriculture, educators are impressed with the purposes of the DECA organizations. Likewise, many organizations are deeply interested, such as the National Retail Dry Goods Association, the National Association of Retail Secretaries, the National Association of State Directors of Vocational Education, and other national groups. Officials of these associations attended the Second Annual Convention of DECA in St. Louis in March, 1948, and the Associated Retailers of St. Louis served as splendid business hosts during this convention.

Mr. W. B. Logan, Head of the Department of Distributive Education, Ohio State University, has summarized the progress of DECA as follows:

"The DECA to date has:

1. Gained increased recognition on the part of state and local clubs. There was an increase in the number of delegates to the second convention of approximately twice the number attending the first convention in Memphis, Tennessee, in 1947.

2. Further unified club purposes. The name of the national organization and the constitution were adopted. This is a significant milestone in the history of DECA.

3. Promoted increased recognition by educators and associations alike.

4. Increased the excellence of student display, skit, manual, and Distributive Education newspaper contests and exhibits in comparison with those features at the first convention."

Reports from State supervisors reveal the following additional progress:

1. Greater recognition is being given Distributive Education clubs as evidenced in proclamations issued by State governors calling for the observation of Distributive Education Day and Distributive Education Week in their States.

2. Membership in State and local clubs has increased over 100%.

3. Clubs are developing and using a greatly enriched program of club activities.

4. The importance and value of the club movement is becoming increasingly recognized by educators. One example is offered in evidence: More than 200 superintendents and principals attended a State Distributive Education club convention and visited the exhibits, witnessed contests, and heard the program in which the students participated.

SCHEDULING PUBLIC RELATIONS ACTIVITIES

WHY? - The reasons for a schedule

Every organization which depends for its existence on public acceptance, lives and prospers only because in the minds of its public it renders a service to its customers.

Management of every business organization is constantly making an effort to keep its public informed on the service or services it provides. Chain stores often emphasize the service they render through selling merchandise at a lower price; certain independent stores constantly bring before their customers the services they render through directing attention to the quality or style of merchandise they provide for customers. Organizations that sell services rather than merchandise, attempt to keep before the public the variety type, and quality of the services they have to offer. The public accepts or rejects these services in direct proportion to its belief or disbelief in the organization or company providing the service.

Distributive Education is a service organization. It is designed to upgrade individual employees of distributive occupations. Distributive Education will thrive and prosper in a community only to the extent that the training it provides is accepted by those it serves.

Acceptance by customers in any business - retailing, manufacturing wholesaling or service fields is not a happenstance. Business spends thousands of dollars each year in making sure that the public is aware of the goods or services it makes available. In order to secure the greatest value from the amount spent in convincing the public to accept the company, organizations make up a budget and a schedule of promotions. The schedule of promotions is called the sales promotion calendar. It outlines in detail a plan for public relations for the organization.

The National Retail Dry Goods Association each year issues the Promotional Calendar which sets up a pattern for its member stores. This calendar is a guide to the advertising or public relations director in many individual stores throughout the country.

Distributive Education must prepare annually a similar calendar to be used in its programs as a guide to better public relations. The Distributive Education calendar will help the staff member plan his public relations program and at the same time save time and effort of each coordinator and supervisor. It serves as a basis for weekly, monthly and yearly reports. It provides a means of measuring the accomplishments of the year. It prepares day by day a complete plan for the work of the next year. It tells when to follow-up on club activities, on training agencies and on other groups, and it tells what needs to be done.

Before a Distributive Education program was initiated in a locality, statistics of the area were studied. A need for the program was found to exist. Stores, in setting up a program of public relations, first make a survey of the potential trading area to determine who are its potential customers, what are their characteristics; they also survey the organization for possible services it may provide in order to present the company's outstanding services in light of possible appeals to use in publicity to its customers.

WHAT? - A Specific Activity Scheduled

One example of a scheduled public relations activity is the survey of the community in which a Distributive Education program is located. Such a survey will give the coordinator or supervisor a knowledge of the people and organizations which make up the "public" of Distributive Education. It will provide a record of available facilities and equipment for the smooth operation of the program.

The survey also gives the Distributive Education coordinator an opportunity to meet people who should know about the program and to explain to these people the services available for training retail, wholesale and service employees. A suggested survey form is included in the Appendix pages 61 through 63.

WHO? - The Persons or Groups Affected

In preparing a schedule of public relations activities it is important that a careful study be made of Distributive Education and the appeals that can usually be made to different groups before beginning a survey. Reference is made at this point to the sections of this manual that treat of the special tools, or appeals of Distributive Education.

With the definition of public relations in mind, think of public relations as a wheel, with "YOU" as the center of that wheel, providing the power to keep it going forward. Chart J illustrates this point:

Distributive Education

Wheel of Public Relations

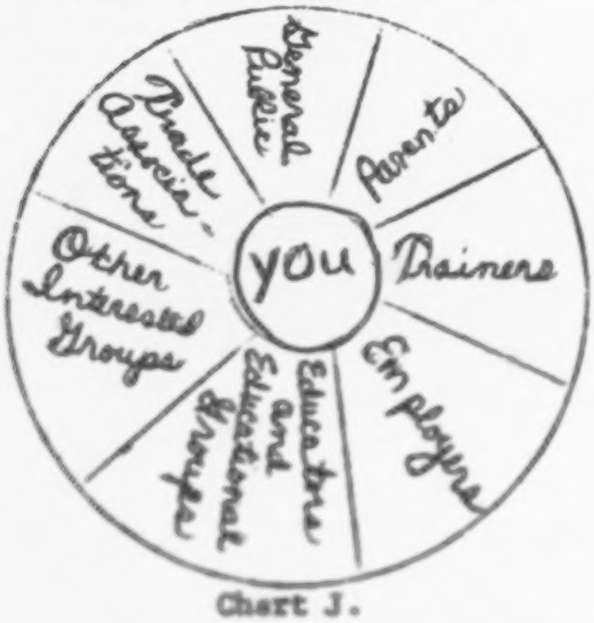

Chart J.

It is a difficult job to keep all of the people who comprise your public informed. Each part of the public which must be kept informed on the program must have periodic attention.

HOW? - The Preparation of a Schedule

In order to help the coordinator or supervisor in the important job of public relations, a Distributive Education calendar and schedule has been prepared. It is based on the experience of many Distributive Education coordinators and supervisors. It is suggested that the coordinator's schedule be studied and that he prepare for himself a monthly calendar on the first of each month, based on his schedule of activities. In scheduling each day's activities, he budgets his time. He should add to his list the things accomplished which were not included on the suggested schedule.

An example of a public relations schedule is given below. It represents a minimum schedule of activities and is not intended to be complete or exhaustive in any particular.

Example of A Public Relations Schedule for Distributive Education

Date	Activity
During the summer period	Make community survey (see form on pages 61 to 63)
	Put new articles in paper
	Make tentative placements
	Attend State Distributive Education Conference
	Arrange with high school principal to talk at faculty meeting or Distributive Education program
	Plan bulletin board material for regular work
Sept. 1 - 15	Attend all faculty and teachers meetings
	Make talk on Distributive Education at faculty meeting
	Put article in school paper

Date	Activity
Sept. 1 - 15 (continued)	Post bulletin board each week (Registration week - feature program)
	Explain program to students and faculty during registration and every available opportunity
	Make arrangements to explain program to immediate supervisor
	Take care of placement and introduce adult program (deadline for placement meet)
	Submit news article for school and local paper on course, placement, and adult program
	Send in report to supervisor and explain any items on which help is needed
	Invite merchants to attend Distributive Education Club meetings or class
Sept. 15 - 30	Discuss purposes of Distributive Education Club - explain local, state, and national organization
	Submit news article to school paper about Distributive Education Club (be sure to include names of merchants attending)
	Have student write "thank you" letter to merchants for attending club and class meetings
	Announce evening school program in trade publications and local papers
	Issue adult bulletins

Date	Activity
Sept. 15 - 30 (continued)	Send in reports to supervisor and explain any items on which help is needed
Oct. 1 - 15	Make work plans
	Make a survey of the stores regarding part-time high school students working Christmas week--plan and schedule pre-employment classes needed
	Make plans for bulletin board material--for Christmas extra training
	Plan Distributive Education Club program around purposes of club constitution
	Invite merchants to Distributive Education Club meeting
	Send report for State and national club publications
Oct. 15 - 31	Distribute rating schedule to immediate supervisor during 5th week
	Explain purpose and use of it
	Radio--Christmas extra program
	Explain Distributive Education program to all stores
	Begin Christmas extra training classes
	Use bulletin board on pre-employment
	Make plans for Halloween party for Distributive Education Club

Date	Activity
Nov. 1 - 15	Make monthly plan
	Invite merchants to Distributive Education Club meetings
	Make contacts for places to hold employer-employee banquet
	Plan program
	Plan invitations, invitation list, etc.
	Train students in public relations (practice talks)
	Issue news releases on pre-employment classes
	Make plan for students to give talk on Distributive Education at civic club meetings
	Send in reports to supervisor
Nov. 15 - 30	Make work plans
	News release on employer-employee banquet
	Make promotional plans for adult classes in community
	Make up publicity folder
	Issue news release - school and town paper on students giving talks
	Sponsor jointly with other groups Thanksgiving baskets for the needy (or other joint project)
	Make store contacts for pre-employment and adult general plans
	Send in reports to supervisor

Date	Activity
Dec. 1 - 15	Contact Retail Merchants Association on article in bulletin
	If an advisory committee exists send in report on fall program and plan for meeting to go over spring plans
Dec. 15 - 30	Issue publicity release on Distributive Education Club Christmas party
	Plan club's contribution to area and State Distributive Education clubs
Jan. 1 - 15	Issue publicity releases on adult program
	Prepare posters on adult program
	Send direct mail releases on adult program
	Have employer-employee banquet
Jan. 15 - 30	Have picture and write-up of Distributive Education Club made for school annual

In addition to the schedule of public relations shown in the illustration above, it is also desirable to prepare a month by month calendar of activities. An example of such a calendar is shown in Chart K on page 50.

2 OF 2

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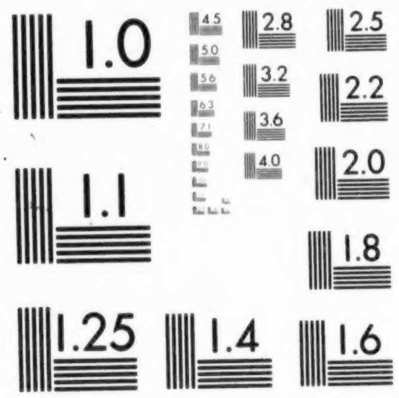
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

DISTRIBUTIVE EDUCATION CALENDAR - SEPTEMBER 1

Community ______________________

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2 Labor Day	3 Post Bulletin Board Explain program during registration	4 Placement contacts Explain program during registration	5 Talk on D.E.-H.S. Faculty meeting	6 Send in reports	7
9 Explain program to your immediate supervisor	10 *Placement contacts	11 Article in school paper	12 Invite merchants to attend D.E. Club	13 Send in reports	14
16 Adult program Local paper and Trade publications	17	18 Continue Placement and promote adult	19 D.E. Club meeting	20 Send in reports	21
23 Issue Adult Bulletin	24	25 Article in school paper Placement of coop. students D.E. Club	26	27 Send in reports	28

* Placement contacts continue throughout month

CHART K
Sample Calendar of Activities
in Public Relations

FOLLOW UP - Checking Up on the Schedule

As an activity is completed, it should be recorded on the weekly report form and checked off on the schedule. Three copies of the weekly report should be prepared. One copy should be filed for reference, another sent to the area or State supervisor and one should be sent to the proper official in the local school administration. Any activities that were not completed, should be carried over to the following week.

A copy of the report should be sent to the Distributive Education Service in the State office. The State Supervisor of Distributive Education can then help strengthen the public relations program through frequent contacts made with associations and educational leaders at educational and association meetings. A copy sent to the school administrator will be of value in strengthening public relations within the school and locality. The school administrator will then have a better understanding of the Distributive Education program and can aid it by explaining to school personnel and local leaders the scope of its activities.

COORDINATION OF PUBLIC RELATIONS

Effective publicity and sales promotion in business requires coordination and synchronization of the efforts of personnel engaged in advertising, display, and selling. When such coordination is attained, salespeople suggest and place emphasis on merchandise being currently advertised and displayed; as a consequence, publicity costs and sales effort produce better results, promotion is more successful, and in the end the organization grows. Moreover, the organization will have succeeded in creating good will--the ultimate outcome of effective public relations. Customers are pleased when they find merchandise on hand as advertised and salespeople prepared and willing to give information concerning such merchandise. Coordination is required. Furthermore, all personnel who participate in the execution of the plans must be acquainted with the details involved, and they must be trained to be effective as members of the team.

Effective public relations in Distributive Education has comparable goals; the team, to achieve these goals, must be composed of all officials responsible for Distributive Education. Officials in the Office of Education, State Supervisors, teacher-trainers, itinerant teachers, local supervisors, coordinators and instructors in the Distributive Education program are on the team, and each has an important role to play.

A tentative plan for coordination in public relations is suggested in semi-outline form below; it includes a listing of the general responsibilities of Distributive Education personnel employed on the national, State, and local levels.

Duties of Personnel in the Office of Education

The development and coordination of a national program of public relations in Distributive Education can be advanced by the Office by the methods listed below:

1. Developing a long-range national program of public relations by giving leadership in planning a program through (a) developing and publishing a complete manual on public relations in Distributive Education--based on the present manual, and (b) assisting the States through regional, State, and other conferences in coming to a thorough understanding of effective public relations techniques and in aiding State supervisors in the evaluation of their respective public relations programs.

2. Supplying an intensified program of public relations, including the following activities:

a. Preparation and periodic release of the information to national educational associations, national retail and wholesale associations, and to State Supervisors of Distributive Education which will include (1) information on the growth and development of Distributive Education nationally; (2) information on the scope of distributive subjects being conducted as to the levels of employment, and the names and numbers of courses conducted; and (3) information on the importance and scope of the field of distribution as applied to the need for and the importance of training in the field.

b. Periodic releases to State supervisors of distributive education of the following materials:

   (1) Copies of speeches made by staff members of the Office of Education to such groups as (a) educational associations and other groups of educators; (b) retail, wholesale, and service associations; and to (c) meetings in government agencies and other places such as the U. S. Department of Agriculture, U. S. Department of Commerce, and U. S. Chamber of Commerce.

   (2) Copies of agenda of conferences conducted by staff members of the Office of Education with educational groups, retail and wholesale associations, and with other groups when these conferences are related to Distributive Education.

   (3) Copies of speeches made by educators, by retail and wholesale association officials, and by others when such speeches relate to Distributive Education.

   (4) Copies of materials from States, including organizational and promotional materials, courses of study, teacher-training and other materials available for distribution. Supplies of these materials to be sent to all State supervisors.

c. Arrange for coordination of public relations activities on a national scale by Distributive Education personnel employed by the Office of Education through:

   (1) Organizing a schedule of public relations that will effect the proper timing of releases to the States. Such a schedule will insure, for example, that teacher-training plans from all States be in each State in time to be of value in planning summer teacher-training programs, and that receipt of materials relating to the progress of the program will be received in time to be discussed at the AVA Convention each year.

(2) Placing responsibility for coordination of the public relations program on one staff member in order (a) that the public relations efforts of all members of the Office function smoothly; (b) that public relations in Distributive Education be coordinated nationally; (c) that central files on public relations be established and maintained; and (d) that all available materials be collected for use in the revision and further development of the manual used in the program.

Duties of the National Association of State Supervisors of Distributive Education

1. Appoint the permanent "Committee on Public Relations in Distributive Education" composed of State supervisors and teacher trainers of Distributive Education. The duties of this committee will include: (a) conducting national surveys to determine the scope and effectiveness of the public relations program in the various states; (b) serving as an agency through which developments and trends in public relations in Distributive Education can be compiled, analyzed, and the findings disseminated; and (c) serving as an agency through which the further development of a coordinated public relations program can be effected.

2. Establish a "Bureau of Speakers for Distributive Education"

   a. Purpose--to present Distributive Education by speaking on value and importance of distribution in the national economy and on the place and importance of Distributive Education.

   b. Plan of Action--The Bureau of Speakers should develop materials and speeches to be used by members of the Bureau and by Distributive Education personnel at large. It should locate and revise speeches in related fields, arrange speakers' schedules, and be alert to every opportunity to place speakers for Distributive Education on key programs.

   c. Follow-up--Check results of speeches and speaking campaigns.

Duties of State Distributive Education Staffs

1. Initiating a public relations program:

   In preparing to embark on a public relations program, a series of releases to Distributive Education personnel should be made by the State supervisor. The releases should emphasize the importance of public relations and stress the values of such a program to Distributive Education and to each co-worker in the field. The releases should pave the way for an intelligent reception of the public relations plan when it is released. These releases should:

a. Suggest preparation to be made by the State staff for launching the program in public relations such as (1) the thorough study of this manual, "Public Relations in Distributive Education;" (2) the accumulation of a small but well-selected library which contains books, articles and other materials on public relations through which the staff can become thoroughly familiar with the best practices in use in initiating and conducting a program; (3) the planning of releases and other materials to be used in bringing Distributive Education personnel to a realization of the importance, the value, and the necessity of a good public relations program; and (4) the preparation of agenda to be used in group and individual instruction of Distributive Education personnel.

b. Suggest releases which will include: (1) Mimeographed articles on public relations such as "Public Relations--It's a Lot More than Publicity," in the December 1947 issues of STORES, and "Establishing Public Confidence" in the News Bulletin of the National Restaurant Association (Permission to reproduce all articles should be secured from the publishing organization. A covering letter from the State supervisor should accompany the articles and should stress their importance). (2) Bibliographies on public relations for use of Distributive Education personnel. (3) a brochure on the State staff and its function in public relations.

c. Train Distributive Education personnel in public relations:

Preparation Step - Prepare personnel by pointing out the advantages they hold in engaging in a good public relations program due to the fact that (1) they are constantly making individual and public contacts; (2) because of their store background, they are experienced in customer and other public contacts; (3) because of the very nature of the program they are promotion and publicity conscious; and (4) they are by nature extroverts who have self confidence and high enthusiasm.

Presentation Step - Inform personnel concerning the scope and features of the planned program by (1) supplying and urging the use of "Public Relations in Distributive Education" published by the Office of Education; (2) reviewing the public relations programs of several nationally known distributive firms;

and (3) reviewing the public relations program developed in the State of Virginia.

Application Step - Apply the information to the program planned for the State and to the program suggested to local communities.

Testing Step - Test the understanding of the program through a series of questionnaires to determine the points on which additional training is needed. Follow-up the training given.

2. Coordinating the program:

Establishing a record and reporting system - The record system should consist of forms, records, and reports to be used by Distributive Education personnel in recording the procedures and results of projects. A geographic file of each Distributive Education program in the State should contain folders with periodic reports, copies of each piece of publicity and other public relations materials submitted to the State office. This folder should also contain the public relations calendar of the local program.

State policy should require that copies of all newspaper articles, publicity released and other published materials relating to public relations be sent to the State office in sufficient quantities for re-distribution to all Distributive Education personnel in the State. In turn, a public relations calendar for the State office personnel should be issued and copies sent to local instructors, coordinators, and supervisors. The system should be further strengthened by a system of follow-up to check on results of the program and by maintaining a continuous supply of (1) copies of suggested public relations materials, (2) suggested public relations projects for use in the school and community, (3) copies of materials submitted by other local personnel, and (4) releases on new developments in public relations.

A continuous supply of the materials listed above should be maintained by the Office of Education and the National Association of State Supervisors of Distributive Education.

Duties of Local Distributive Education Personnel

The heart of a public relations program in Distributive Education lies in the activities of the local teacher, coordinator, and supervisor. It was stated previously in this manual that an excellent teaching job is a principal tool in the program, but a much greater and more varied effort than the teaching effort alone is required.

The most vital calendar to the success of the program is the local public relations calendar, an example of which is shown on pages 45 to 50 in this manual. However, since this entire publication is more readily applied in local than in State and federal programs, it is not necessary to repeat the many points that the local director of Distributive Education should observe. Briefly, his responsibilities are four-fold:

1. Planning: The many suggestions contained in this manual will be helpful in planning. A complete filing and record system is necessary, a training program for the teachers and coordinators must be conducted, and the program must be initiated skillfully and on a sound basis. The suggestions in this manual and releases from the State office will prove to be valuable aids, but the local plan and program of public relations must be built around the local community and its social, economic, and financial situation. At the same time, it must be operated in terms of the national and State program if the greatest good is to be accomplished with the minimum use of time and effort.

2. Operation: The operation of the program in the local community involves the records, reports, and tickler system involved in operations on all levels. The system is made more complex by reason of individual contacts with States and with the many persons interested in the welfare of the student in the cooperative program. A parent, for example, is much less inclined to overlook a coordinator's failure to call her regarding her child than is a trade association executive over a failure to call him on a matter that concerns the promotion of the entire program. The local director then must maintain his contacts with meticulous care.

3. Coordination: The coordination of activities in the local program with activities in the State program, which in turn is coordinated with the national program, is a distinct challenge to the local director. It offers him a process by which he can secure maximum benefit from the total effort. Four steps are necessary in effecting good coordination:

    a. The local plan should be constantly checked against the State plan of public relations. It will need to be in a constant state of revision if it is to serve its purpose.

    b. The State office needs to be informed of all local activities, in advance if possible, and in turn the local director needs to be informed of State projects in advance.

    c. General national effort directed toward any given goal needs to be stressed on the local level with groups or individuals in position to influence such efforts.

d. News of local activities needs to be forwarded to such a central office or offices as may be in best position to put them to immediate use.

4. Follow-up: A public relations program is in a constant state of revision. Only in this way can the program be kept current and hence be useful to the director and his staff. But such revisions should be based on results that projects in the program have yielded. Evaluation of the total program and each individual project should be made when it is possible and advisable to do so. In addition, a careful review of project reports from other communities and States should be used as a guide in forecasting the effect of a program or a project. It is a dangerous practice to wade blindly into an activity that has a record of failure in other centers. Follow-up can and should be made a tool as well as a test of a public relations program.

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APPENDIX

The form reproduced below is now in use in one State having an excellent Distributive Education program. It is offered as an example of the type of form that can be used in surveys conducted for public relations and for program evaluation purposes. The form follows:

DISTRIBUTIVE EDUCATION SURVEY

Survey of ______________________________(Company)
Date of Interview____________________

Name of Company____
Person Interviewed____
Type of Business______________________ Name of Manager_______________
Approximate number new employees per year_______________________________
Has organization previously employed Distributive Education cooperative students?__________Number Distributive Education students now employed?________Other high school students now employed?___________
Does company plan to employ Distributive Education students this year?
___________________________________How many?_____________________________
Would the organization like to have classes organized for its regular employees?____

Comments:

Recommendations:____
____
____
Interviewed by____
Position____

DISTRIBUTIVE EDUCATION SURVEY

COMMUNITY____NAME______________
DATE______________

General Facts Which Will Help You

Name of School____
Number of students enrolled__________School hours______________
Number of teachers in the high school______________________
Store hours for the town________________________________

1. Is there a Retail Merchants Organization in the town? If so, who is president?______________What is his store position?__________
____
2. Who is the executive secretary?______________________
3. Is there a Chamber of Commerce in your town? Yes___No____. Who is the president?______________________
4. How many different stores are used as training agencies for cooperative students?______________________
5. What types of stores are they?______________________
No. Independent______________No. Chain______________

School Organization

1. Who is your superintendent of schools?______________________
2. Who is the principal of your high schools?______________________
3. Who is the assistant principal?______________________
4. Who is responsible for guidance in the school?______________________
5. Who is responsible for students' schedules?______________________
6. Who is office secretary in the high school?______________________
7. Who is secretary to the principal?______________________
8. Who is the clerk of the school board?______________________
9. To what education associations do members of the high school faculty belong?______________________
____
10. If your school is willing to order additional books, what books would you recommend?______________________
____
____
11. How does your school provide for the purchase of such publications as:

The Department Store Economist?
Women's Wear Daily (The Retailer's Newspaper)?
Stores (The National Retail Dry Goods Association bulletin)?
Personnel Service (The National Retail Dry Goods Assn. Bulletin)?
The Chain Store Age?
Southern Display News?

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12. Where is your room located?______
13. List the equipment already provided:

14. List the equipment which the school has ordered for you:

15. What plans have you made to secure on a loan basis from the stores the equipment you need only temporarily?

Equipment	Stores
Cash Register	
Display cases	
Merchandise for demonstration	

16. Where are moving pictures shown in your school?______
17. Who schedules the use of moving picture equipment?______
18. How do you requisition films to show in your classes?______
19. What makes and size movie machine do you have access to?______
20. Can you operate it?______
21. At what hour during the day are the Retail Classes scheduled?______
22. Who is the Distributive Education delegate from your school to this year's State Distributive Education Club Convention?______
23. Draw a sketch of the classroom. List below it the plans you have made to make the room more attractive and effective for teaching.
24. Which one of these courses are offered in your school? (Please check.)

Home Economics______
Business Arithmetic______
Business Law______
Diversified Occupations______
Vocational Civics______
Economics______
Commercial Art______

25. Does your high school offer more than one type of diploma such as college preparatory, commercial or general?______
26. What are the graduation requirements for each of these?______
27. What percentage of the graduating class take college preparatory courses?______
28. What percentage of your high school graduates each year go on to college?______